

COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION TO UNDERSTAND NARRATIVE TEXT BETWEEN EXTROVERT AND INTROVERT

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Abstract: The objective of this research are to find out whether there is any significant difference of students' reading comprehension to understand narrative text between extrovert and introvert personality. The population of the research was the students of the first grade of SMAN 1 Seputih Banyak, Lampung Tengah in the academic year 2012/2013 in X5 class. The research design used was ex post facto design.

The result showed that there was difference between the mean of extrovert group, which was (76.28) and the mean of extrovert group (61.17). The writer used one-tailed T-test formula in SPSS 15 to do the calculation with the level significant of 0.05. The result of computation showed that t-value is (0.000). The t-value exceed the t-table at the level of significance 0.05 ($6.087 > 2.056$)

Based on the result of the research, it is proved that the students of extrovert type have better result than introvert in reading comprehension test. So, from this statement the researcher's hypothesis is accepted.

Keywords: comparative, extrovert and introvert personality, reading comprehension.

**PENELITIAN PERBANDINGAN PEMAHAMAN KEMAMPUAN
MEMBACA SISWA UNTUK MEMAHAMI TEKS NARRATIVE ANTARA
SISWA EXTROVERT DAN SISWA INTROVERT**

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Abstrak: Tujuan penelitian ini adalah untuk menentukan apakah ada perbedaan yang signifikan pada pemahaman membaca siswa dalam memahami teks narrative antara siswa extrovert dan siswa introvert. Populasi pada penelitian ini adalah siswa kelas satu SMAN 1 Seputih Banyak Lampung Tengah pada tahun ajaran 2012/2013 kelas X5. Design penelitian yang digunakan adalah ex post facto.

Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara nilai rata-rata dari kelompok extrovert, yaitu 76.28 dan nilai rata-rata kelompok introvert adalah 61.17. Penulis menggunakan one-tailed t-test formula pada SPSS 15 untuk menghitung dengan taraf signifikan 0.05. Hasil dari perhitungan menunjukkan bahwa t-value 0.000. Nilai t-value melebihi nilai t-table pada taraf signifikansi 0.05 ($6.087 > 2.056$).

Berdasarkan hasil penelitian, dapat dibuktikan bahwa siswa yang berkepribadian extrovert memiliki hasil yang lebih baik dibandingkan siswa introvert dalam tes pemahaman membaca sehingga drai pernyataan ini hipotesis peneliti diterima.

Kata Kunci: kepribadian extrovert dan introvert, pemahaman membaca, perbandingan.

INTRODUCTION

English teaching is carried out to improve students' ability to use English as a means of communication. Students should practice intensively so that they are able to use English communicatively both in oral and written forms. The reading skill becomes very important in the education field, and reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. However, in a class, many students do not make equal improvement in all English skills in achieving the required goal although they receive the same treatment from the teacher. Based on the researcher experience during pre- research in first grade at SMAN 1 Seputih Banyak , she found that each student has different achievement level in all four English skills. Some students perform better in a certain skill while the rest do better in other skills. It happens because there are many factors that influence the result of a study beside the treatment given by the teacher or the quality of teacher. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. There are four language skills to be mastered in learning English, i.e. listening, speaking, reading, and writing. Based on the reason that the students are expected to read information which are mostly written in English, reading dominates the teaching materials in almost English textbook. In the guideline of School Based Curriculum, KTSP (Depdiknas, 2006:297), It is stated that there are several objectives of teaching reading for the first grade of Senior High School; 1) the students are able to identify the main idea of the whole texts or in each paragraph of reading texts, 2) the students are able to

identify the vocabularies of reading texts, 3) the students are able to identify some specific information of reading texts.

Based on the KTSP, there are many kinds of English texts such as narrative text, descriptive text, report text and etc. The researcher will focus on narrative texts because a narrative text is one of reading text that is mostly used in reading test. This is a simple text but many students in the first year of senior high school still have difficult to find main idea and specific information of narrative text.

Based on pre-observation in SMAN 1 Seputih Banyak, Lampung Tengah, it was found why the student gets different score, because they are not able to finding the information from the text. One of the problems faced by students was that they often found difficulty in comprehending the reading text. And the result, they have no idea of the reading text. They also get difficulty in understanding meaning of some words because they have only little knowledge about vocabulary. The student do not understand the meaning of the text, they become lazy to read an English text.

Among the factors which have much influence in language learning are cognitive and affective factors. It is not surprising that student who poses high quality of cognitive factor, such as intelligence, will do well in language learning. However, if we take only this single factor into consideration, the most fundamental side of human behavior will be omitted. Hilgard (1963:267) writes that purely cognitive theories of learning will be rejected unless a role is assigned to affectivity. The statement above is also supported by the psycholinguistic experts Brown (1980) in Rosita (1997:1) who say that success in second language learning cannot be

separated from individual psychological factors, i.e. affectivity. They state that this factor also has equal influence, if not greater, as the cognitive factor does toward students' achievement in second language learning.

Dealing with psychological factor, personality is the first facet of the intrinsic side. It is within a person that contributes in some way to one's success in language learning. There are three general categories of personality factors, egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore, Transactional factor is influenced by some variables which come up on language learning, they are imitation, modeling, identification, extraversion, aggression, and styles of communication. Among those variables, the writer will elaborate more about extraversion.

Extraversion is one of the variables in classifying type of personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extroversion and introversion. Jung (1971) cited in Purwati (1997: 4) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Furthermore, in his explanation, Jung classifies that extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

If it is related to second language learning, the paragraph above implies that there is tendency of the extrovert students to have better achievement in speaking. Many studies have been done by researchers to prove that statement. Strong cited

in Davies (2004: 541) states that out of eight studies that employ oral language test, six of them show that extroverts perform better than introverts.

METHOD

In this research, the writer uses ex post facto research design. Ex post facto means systematic empirical enquiry in which the writer does not have direct control of independent and dependent variable. This is due to their manifestations have already occurred or because they are inherently not manipulated. Inferences about relations among variables are made without direct intervention, from concomitant variation of independent and dependent variables (Ary et al: 1979). The design of this research is as follow:

$$\frac{G1(random) \ T_1}{G2(random) \ T_1}$$

G₁ = Group of Introvert Type
G₂ = Group of Extrovert Type
T₁ = Reading Test

Hatch and Farhady (1982:27)

There are two variables that are organized in this research: dependent and independent variables. Dependent variable is the main variable in a research. It is a “product” as a result of interaction between variables involved in that particular research. While independent variable is the variable whose function is to influence the dependent variable. From the explanation above, the writer determined the variables as follow:

1. The introvert students were as the first independent variable. (x1)
2. The extrovert students were as the second independent variable. (x2)
3. Students reading achievements were as the dependent variable. (y)

In order to find students who pose the independent variables, questionnaire is given to the students to be answered. Based on the result of the questionnaire, the writer classified the students into two groups; introvert and extrovert. The introvert and the extrovert groups were taken as the dependent variable. Meanwhile, the dependent variable of the research is obtained from the students' result of reading test.

RESULT AND DISCUSSION

The research was conducted in two meetings. The first meeting at X.5 was used as a for the questionnaire items. It was administered on December, 7th 2012 and required 10 minutes. After that, two meetings were assigned to give reading comprehension test in 80 minute.

Based on the result of the test, the writer analyzed the score then grouped the sample. Out of 27 students who followed the test, 17 students are classified into extrovert group and 10 students are classified into introvert. Respondents that have 72 or more total score are classified into extrovert group. Those whose scores are lower than 56 are classified into introvert group.

After the writer divided the students based on their personality, the next step was analysing the data from each group. The result of the introvert and extrovert group reading test can be seen as follows:

Average Score of Reading Test in Extrovert Group

Statistics

Extrovert		
N	Valid	17
	Missing	0
Mean		76.2882
Median		74.2000
Mode		74.20
Std. Deviation		4.33054
Variance		18.754
Range		14.60
Minimum		71.40
Maximum		86.00
Sum		1296.90

From the table above, we can see the average scores the extrovert group both in every aspect and in total. The total mean of the test is 76.28.

Distribution of Frequency of Test in Extrovert Group

Extrovert					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71.40	4	23.5	23.5	23.5
	74.20	5	29.4	29.4	52.9
	77.10	3	17.6	17.6	70.6
	80.00	3	17.6	17.6	88.2
	83.00	1	5.9	5.9	94.1
	86.00	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

The highest score in extrovert group is 86 while the lowest score is 71.4. It can be seen from the table above that there are 4 students (29.4%) who achieved score more than 80, and the rest 13 students (70.5%) got score 76 or less.

Average Score of Reading Test in Introvert Group

Statistics

Introvert

N	Valid	10
	Missing	0
Mean		61.1700
Median		61.5000
Mode		60.00 ^a
Std. Deviation		6.27359
Variance		39.358
Range		17.10
Minimum		51.40
Maximum		68.50
Sum		611.70

a. Multiple modes exist. The smallest value is shown

From the table above, we can see the average scores the introvert group both in every aspect and in total. The total mean of the test is 61.17.

Distribution of Frequency of Test in Introvert Group

Introvert

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 51.40	1	10.0	10.0	10.0
54.10	1	10.0	10.0	20.0
54.20	1	10.0	10.0	30.0
60.00	2	20.0	20.0	50.0
63.00	1	10.0	10.0	60.0
66.00	2	20.0	20.0	80.0
68.50	2	20.0	20.0	100.0
Total	10	100.0	100.0	

The highest score in introvert group is 68.5 while the lowest score is 51.4. It can be seen from the table above that there are 4 students (40%) who achieved score more than 65, and the rest 6 students (60%) got score 65 or less.

Grouping the students into two groups (extrovert vs introvert) based on their personality was the first task for the writer. After that, the writer compared the reading test from both groups. The reading tests consisted of narrative text.

From the result in previous sub chapter above, the writer could see that the differences can also be seen in each aspects of reading; identify the main idea, vocabulary, specific information, inference, and reference. The reason why extrovert students are better in those five aspects lies in their way of doing the reading test. The researcher found that extrovert students used read fast than the introvert used read detail. Extrovert students can minimize the time than introvert students in reading and answering the questions. Eventhough introvert students need gain time to think. And according to Erhman and Oxford (1995:33). Their research shows that extrovert students have more chances to be good learners since they make a lot of contact more than introvert students do. Wulandari (2000) in Qomarudin (2010:33) also says in her study that extrovert students are better to achieve higher grade. This means that whatever the skill is, extrovert students will perform better since they communicate more. Still in the same book, their opinion is also supported by Wakamoto (2000) in Qomarudin (2010:33) with subjects of 254 junior college students majoring in English conducts a study on correlation of Language Learning Strategy and Extraversion finds that extrovert tend to have 'functional practice strategies' and 'social affective strategies'. Functional practice strategy is strategy of studying where learners focus on the meaning rather than form. Wakamoto says that this is crucial for language learning particularly in communication either to speak or to write. The social affective

strategy is not so different. By implementing this strategy, extrovert people like to ask questions to other persons, or in other words, they communicate more with their surrounding, in this case, we are talking about communicating with the teacher. Therefore, by having those two strategies, extrovert people get benefit in this case than introvert do.

Those results also actually support my research's result in term of linguistic form since according to Wakamoto (2000), extrovert students learn by focusing on the meaning rather than form. While we know that in reading, the meaning is as much important as the form is.

It is worth noting that the characteristic of extrovert students to learn from others can be used as an advantage by the teacher in teaching. One of the examples is pairing up an introvert student with an extrovert one in doing a task. This will benefit the students and the teacher himself since giving enough attention to all students is possible due to large amount of students in a class. Leaving the introvert one to take care the extrovert one when it comes about reading will be a good idea. The introvert can learn from what the extrovert offers.

Seeing the result and discussion above, it can be concluded that students with extrovert personality have better achievement in reading than introvert students. The result of this research proved that extrovert students are better in five aspects of reading.

CONCLUSION AND SUGGESTION

Referring to the discussion of the research in the previous chapter, the writer comes to this following conclusion:

There is a significant difference in reading achievement between students who are introvert and those who are extrovert. It can be seen from the result that the mean score of extrovert students (76.28) are higher than the introvert ones (61.17).

Suggestions for the Teacher

- a. It is suggested for teacher to pay more attention especially for introvert with lower reading scores need more time need gain to think to do reading comprehension test.
- b. The teacher can encourage the student especially introvert to be more active in order to understand about comprehension text especially narrative text.

Suggestions for Further Research

- a. This research focused in one of four English skills. Other research can try to apply it in different skills, especially the receptive ones; listening.
- b. In this research, the writer used Narrative reading test as the tool to measure students' reading achievement. Further research can use wider range to get

more reliable data about the students' skill in overall, or narrow down the reading test in one certain text to get a more focused result.

- c. Developing a questionnaire in a different way may be a good idea.

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